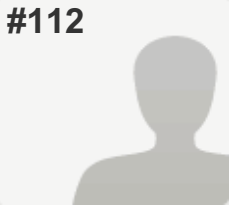


#112

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 30, 2016 4:16:10 PM**Last Modified:** Wednesday, August 31, 2016 9:07:00 AM**Time Spent:** Over a month**IP Address:** 207.28.31.4

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<b>Q1: Name of School District:</b>	Edgewood-Colesburg
<b>Q2: Name of Superintendent</b>	Rob Busch
<b>Q3: Person Completing this Report</b>	Rob Busch

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**Q4: 1a.Local TLC Goal**

Attract and retain highly qualified teachers by offering competitive salaries, robust professional development and a variety of leadership opportunities.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Fully Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The evaluation of our Teacher Leadership System (TLS) begins with the ability to increase seven teachers to a beginning salary of \$33,500. Without the funding beginning staff would begin at \$29,100. Somewhat difficult to measure all the reasons but four of the six teacher involved in the mentoring program are contracted to return for the 2016-17 school year. From a survey during the grant writing process, 51% of staff were interested in lead teacher roles. Once the roles were defined and job descriptions were drafted, hiring teams completed their work dutifully with 15 of the 16 different roles being filled. One of the Lead Teacher roles at the secondary was not hired due to an unexpected, lack of interest in the position. The 15 teacher leader roles fall into 3 categories, for which professional learning was designed and delivered. Those teacher leader categories included:

Instructional Coaches (2)

Lead Teachers (7)

Mentor Teachers (6)

As a whole, new teachers felt as if they had positive relationships with their mentors. New teachers felt they needed more support with the development of their portfolio.

The State of Iowa requires at least 25% of teachers be in TL positions. Our TLS surpassed this requirement, which employed 15 teachers who fulfilled one or more roles, equaling over 32% of teaching population.

A better method of measuring job satisfaction needs to be found or our goal needs to be revised. 9 of 9 Instructional Coaches and Lead teachers are returning for the second year.

**Q7: 2a.Local TLC Goal**

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

**Q8: 2b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

One of our goals with our TLS was to create opportunities for teachers to lead while remaining in the classroom. Eighty-seven percent of teacher leaders were able to do that. The teacher leadership system has offered a noticeable boost in professional development and collaboration, largely due to the fact that the need, design, instructional roll-out, implementation, and evaluation of professional development has become a collaborative process that includes teacher leaders, principals, and Keystone AEA staff. According to surveys that are used to get teacher feedback after professional development sessions, professional development has become a more engaging, thoughtful, and effective process rather than what the buildings are prescribed to. Teacher content teams and grade alike teams engaged in a variety of learning that extended upon the best practice research based strategies learned in various professional development. Teachers used PLC time to work collaboratively towards a collective goal in the areas of literacy, implementation of the Iowa CORE, Standards Based Grading, and in the areas of critical thinking and problem solving. The data collected through surveys and observations prove that our teachers are implementing strategies and collaborating to see student success.

**Q10: 3a. Local TLC Goal**

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

**Q11: 3b. To what extent has this goal been met?**

(no label)

Fully Met

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The 15 teacher leader roles fall into 3 categories, for which professional learning was designed and delivered. Those teacher leader categories included:

Instructional Coaches (2)  
Lead Teachers (7)  
Mentor Teachers (6)

The State of Iowa requires at least 25% of teachers be in TL positions. Our TLS surpassed this requirement, which employed 15 teachers who fulfilled one or more roles, equaling over 32% of teaching population.

Teachers have attending the following trainings: James Knight and Sweeney Instructional Coaching, Standards Based-Grading, Covey's Leader in Me, SMART and PRESS.

**Q13: 4a. Local TLC Goal**

1. Increase student achievement in reading through the improvement of curriculum, instruction, assessment, climate, and technology.
2. Increase student achievement in math through the improvement of curriculum, instruction, assessment, climate, and technology.
3. Increase student achievement in science through the improvement of curriculum, instruction, assessment, climate, and technology.

**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Our TLS was in its inaugural year in 2015-2016. Because the Iowa Assessments are completed in the fall, we didn't expect a noticeable improvement. If we were to correlate the effect of the TLS on student achievement, we must look for changes in the data from the previous years to this one. One method of measuring student achievement is the Iowa Assessment. Regarding reading and math, there was no appreciable increase in student proficiency or expected growth according to this measure, nor a reduction in achievement gap. There was growth from the fall FAST to the Spring and and reduction in the failure rate of secondary students in classes. During the upcoming year we will continue to work with all staff on the effective use of the coaching model to improve student achievement. We anticipate improved results with measures during the 2016-17.

Student achievement data submitted via email to Becky Slater.

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

<b>Q16: 5a.Local TLC Goal</b>	<i>Respondent skipped this question</i>
<b>Q17: 5b. To what extent has this goalbeen met?</b>	<i>Respondent skipped this question</i>
<b>Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>	<i>Respondent skipped this question</i>
<b>Q19: 6a.Local TLC Goal</b>	<i>Respondent skipped this question</i>
<b>Q20: 6b. To what extent has this goalbeen met?</b>	<i>Respondent skipped this question</i>
<b>Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>	<i>Respondent skipped this question</i>

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**Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Work needs be to better define roles, data points, and more effective data collection.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

Think the biggest positive is that 9 of the 9 lead teacher returned for a 2nd year and the open position has also been filled.

## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.